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学 位 記 番 号	乙 第 942 号
学位授与の日付	平成 31 年 3 月 17 日
学 位 論 文 題 目	The Study of the Relationship between Vocational Education and Career Education: Significance of Introducing Industrial Education and its Measures
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論文内容の要旨

The purpose of this study is to analyze the differences in relationship between vocational education and career education, and to have a clear idea of the structures involved with vocational education and career education and the proper way to implement them. Most of previous studies that analyzed the methods of career education are analyses of how to reflect the ideal career education in the present education system. They used career education models in the USA from the 1970s, and tried to transplant them to Japan and discussed how to develop them. However, the budding of career education in Japan has already been discussed by Soseki Natsume in terms of occupation and hobby in the Meiji Era. Career education in Japan originated in the vocational education system dating back to the Meiji Era, and the American-style educational concept has merged to continue to develop its unique style. Therefore, I came to the conclusion that the career/vocational education system that is unique to Japan may be established by revealing the relationship between career education and vocational education. As this idea is in the background, this study tried analyzing and suggesting the kind of career/vocational education that is necessary for young people before they become working people, based on the background of historical introduction and the approach at the educational site with the practical methodology in mind.

This study consists of a total of 10 chapters from the Chapters I to X.

Chapter I Introduction

In the Introduction, the theme and the background of the study are outlined, and the awareness of the problems, as well as the prior research, are described.

Chapter II Consideration of diversity of "Career"

Chapter II explains that career is not a term bound by one definition, but implies various things due to changes in the external environment. Analysis of the external environment of a career is very important, and in that sense, thoroughly looking into the social situation, economic conditions, trends of educational policies and employment conditions, it is meant to be treated seriously. Since there is a strong tendency in Japan to think that career equals work, it has been found that businesses evaluate the disposition and skills of today's students on their personality and friendship. They do not necessarily measure competencies with academic achievement and performance of the students.

Chapter III Losing substance of "Career" Environment

The trends of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in their education policies surrounding students is clarified in Chapter III. The movement of the Ministry of Economy, Trade and Industry (METI) which is in charge of employment policy in Japan is analyzed as well. The necessity of career education for students is not only what is required for the students, but also there is the aspect that the competent authorities, such as the MEXT and METI, use career education as an indicator for measuring the achievement level of government policy implementation. As a result, it turned out that the substance of educational content is getting ruined.

Chapter IV Initiations by Universities for "Career" of Their Students

The concept of career development initiated by universities for careers is analyzed in Chapter IV. At the same time, the report by the Central Education Council 2011 says that career development is "a process of realizing a way of life that fulfills our role in society". "The process of realizing a way of living that as desired" does not clarify what it actually means, and there is little related research done thus far. In this study, the way of living as desired is determined as a track to follow to realize our goal which we set up ourselves. Whether or not you can realize your goal is a big problem if you are living independently. It became clear that the very track to follow to reach your goal is the gist of career development.

Chapter V Necessity of Career Counseling by Career Counselor

In Chapter V, the establishment of a career center, placing counselors, and the role to be played by counseling, including creation of a curriculum of relevant subjects, is a university's approach to career education. "Depending on the educational objectives of the universities and the faculties, etc., the universities need to create organic linkage internally and to establish suitable systems in order to cultivate required competencies of the students, so that they can improve their qualities after

graduation to become independent in society and at workplaces. Universities should prepare for implementation of the curriculum and the welfare guidance for the students. In other words, universities were impelled to practice guidance for social and vocational independence from inside and outside the education curriculum, aiming to foster a sustainable working life throughout life. In order to make such a thing possible, this study made clear that full-time career counselors are necessities for a university. It became clear from the interview with the university's employment department staff that the required skill for a career counselor is not to listen to the students closely, but to play a professional role.

Chapter VI Review of Career Counseling in Undergraduate Education

Chapter VI focused on career education in undergraduate education. Universities have their own degree awarding policy, and have been developing human resources within their frameworks. However, it became clear that, logistically, educating students in line with the university's philosophy, from their acceptance to their graduation, is impossible in many cases, due to inconsistencies in the organization of the curriculum and implementation of their policies, or discrepancies revealed in the admission policy. What this means is that schools publicize various rhetoric on educating their students, but the reality is that they are not prepared for career education to realize it. Donald E. Super's Career Rainbow theory was adopted as a career theory in the undergraduate course, but Krumboltz's Planned Happenstance Theory is found to be useful. In other words, a career is like a tapestry composed of plans and contingencies, and we are forced to live autonomously in them.

Chapter VII Vocational Education Including Financial Education

Chapter VII covers financial education as a part of vocational education which is a close field of career education. The author has revealed that the necessity of financial education is increasing more than ever when it comes to the career development of modern youth (IJMSBR, Volume7, Issue 8, 2018). According to the survey conducted by the Central Council for Financial Services Information in 2016, the level of financial literacy of the students in Japan is significantly low compared to other OECD member countries (as of October 2016, 30 countries). This chapter empirically analyzes why financial education, which has shown development different from career education in the form of development of financial literacy, should be introduced to career education.

The present situation and problems of specialized upper secondary school, which is the typical institution providing vocational education, are revealed. At the same time, questionnaires about the relationship between career education and vocational education were distributed in 637 major specialized upper secondary schools in Japan, and 284 effective responses were collected. The

teachers who are in charge of vocational education in the specialized upper secondary schools were asked 34 questions in total:

1. Questions about vocational education at the specialized upper secondary school, 2. Questions about career education at the specialized upper secondary school, 3. Questions about “task-oriented research” at the specialized upper secondary school. The results of the questionnaire show that the teachers do not make a clear distinction between vocational education and career education. According to the report, career education is defined as “Education stimulating career development aiming at social and career independence for necessary qualifications and attitudes which becomes competence based”. Vocational Education is defined as the “Education for young people to acquire professional knowledge, skills, qualifications and attitudes to be able to engage in continuous or specialized occupation”. Regardless of these definitions, it became obvious that the teachers at the education sites have some confusion and no clear distinction between vocational education and career education.

Chapter VIII Practice of Academic–Industrial Collaboration Activities in Career Education; Co-operative Education

In Chapter VIII, based on the analysis, which is empirical analysis, on the contents of career education and vocational education, we examined what kinds of entities or parties should be organized to implement both kinds of education. In the discussion so far, one cannot deny that a self-righteous and discreet approach of the program has been taken because of the fact that both kinds of education have been implemented by educational institutions alone in many cases. In this chapter, we demonstrated how the industry-academia or industry-government-university collaborative activities will shine the way. In other words, it became clear that many achievements can be expected when businesses, schools, and government agencies engage in career education in a trinity according to the questionnaire analysis and interviews. The human resources development project by cooperative education in academic-Industrial collaboration is analyzed as the method of smooth operation of this approach. Cooperative education is a technique to further enhance a student’s independence and autonomy, which is also a characteristic function of internship, but it is also found out that students’ career design skills will be improved by implementing the program. Canada introduced career education later than the United States, and launched the Canadian Association for Co-operative Education (CAFCE) to promote career education which is more useful than internship in improving students’ career design skills. 60 or more educational institutions currently offer cooperative education.

ChapterIX New Career Education Adopting Project Management

Chapter IX shows an implementation theory on how to carry out career education and vocational education. The education is not about reading through a textbook on a desk and learning it. It is education for yourself to think about your future life, to design a career for that, to establish the foundation you will be standing on independently, and it is a practical general-purpose education as well. The differences from the conventional education are observed, and the engineering approach, which is the education adopting the project management method, is found to be effective. This idea is recognized by the Ministry of Economy, Trade and Industry (METI), and was mentioned in the “Career Education Coordinator Training Guidelines” when the Career Education Private Coordinator Training and Evaluation System Development Project was formed in the Ministry in 2010. We have not seen these ideas for a while, but their usefulness is revealed again in this study. The whole picture can be overseen by looking at career education as one of the projects, and management of the entire process through the launching, planning, execution, effectiveness and evaluation is necessary.

ChapterX Conclusion: Relationship between Vocational Education and Career Education; Proposal to Introduce Industrial Education

In conclusion, the relationship between vocational education and career education is reorganized, and a new educational system related to career is presented. The approach to educational curriculum related to career should be integrated with financial education after clearing up the overlapping part of vocational education and career education. A new curriculum should be created with such a field classified according to the career development stage of every student. At the same time, as a methodology of implementation, the educational process should be monitored visually in adopting the project management method. This kind of education requires understanding industries comprehensively and being considered as a benefit for students when they make a decision about their career in a particular industry, but not so much for the education for career or vocational choice. This study named it “Industrial Education” in that sense.

However, there is a big problem in realizing industrial education. That is how to negotiate with the reality versus the idea. In other words, the question is how sincerely the teachers at educational sites can deal with career formation and creation for young people. In the career-path guidance and job guidance, the way to encourage students to seek advanced education or to get a job offer for the time being, or the extreme tendency to emphasize going to school even if the deviation of its reputation is only a little higher, or a leading company should be transformed to an approach with recognition of diversity and to support every student’s career design. Since these issues are not discussed in this study, future analysis would be the next step for this matter.

審 査 報 告 概 要

大学におけるキャリア教育の重要性は高まっているものの、キャリア教育と職業教育との間に明確な区別がみられないのが現状である。そこで、本研究では、資料とアンケート調査をもとに、これら教育の現状について検討した。第1章～第3章では、キャリアという言葉の多様性や問題点を浮き彫りにした。第4章～第6章では、大学でのキャリア教育におけるキャリア・カウンセラーの有用性を明らかにした。学位授与方針へのキャリア教育の組み込み方についても議論した。第7章では、職業教育における金融教育の取入れの有用性を示すとともに、専門高校ではキャリア教育と職業教育に混乱がみられていることを明らかにした。第8章では、産学連携などのコーオペ教育がキャリア教育の問題点の解決に必要なかつ有用であることを明らかにした。第9章では、キャリア教育や職業教育を実施する場合、工学的なアプローチが有効であることを明らかにした。第10章では、前章までのキャリア教育と職業教育の関係性を総合的に分析し、そこに金融教育を主導入し、産学連携教育としてのコーオペ教育とプロジェクト・マネジメント手法、生き甲斐論等を加えた複合的な教育、すなわち、新しい教育体系、“産業教育”を具体的に提案した。

このように、本論文はキャリア構造を解析し、生物産業界に入る若者に対しても重要性を認めるものであり、これらの研究成果等を総合的に評価した結果、審査委員一同は博士（生物産業学）の学位を授与する価値があると判断した。